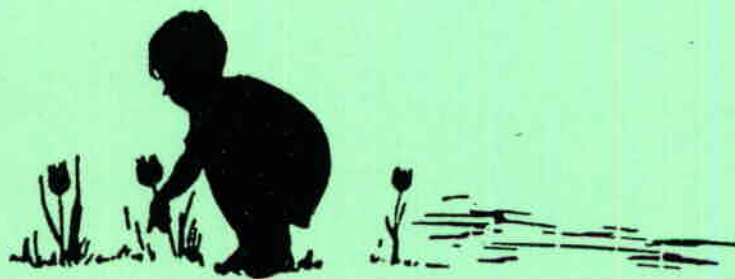


Child Care  
Information Center  
Newsletter

The Business  
of Child Care

Issue 25  
Spring 1993





*The Wisconsin Child Care Information Center  
is a project sponsored by the  
Office of Child Care  
Division of Economic Support  
Wisconsin Department of Workforce Development*

The doll corner was a flurry of frantic activity, with a gaggle of little four-year-old girls scurrying about, tight-lipped and fervent in their intent, shoving doll clothes under cushions and dolls down into their carriages. I bewilderedly approached the doorway opening onto this scene where my assistant already stood chuckling and nodding knowingly. "So, this is what goes on at your house..." she said. The ring leader of the clean-up operation was my own daughter, coaching and pressing the others into action, saying, "Hurry! Company's coming!" as she crammed a bucket of dishes into the stove and forced the door shut. Had she said, "The licenser is coming!" you might have recognized yourselves.

As the "International Year of the Family 1994" approaches and we ride the current child care/family values wave of popularity, the political rhetoric soars, eyes grow misty, and the public pocket book opens a little wider for child care funding. But there are some checks on this emotional tide; the actual daily contact with children, their parents, and the IRS! "We cannot swing up a rope that is attached to our own belt." (William Ernest Hocking) In other words, we must attach ourselves firmly to higher ground, solidly placing our steps as we progress. In child care terms that means support groups of fellow child care providers, early childhood organizations, literature on child development and appropriate guidance, and continuing education.

To choose certification, licensing and accreditation as the quality safeguard and support for your child care business, is to choose to equip yourself for the future. Because the nurturing nature of child care requires a soft-edged approach to the workday, it is often difficult to combine the hard-edged nature of "business", finances, contracts, assessments, etc., in one and the same career, let alone one person. In some ways, the care of children and the care of your finances are extreme opposites. Some choose to keep a low profit margin in order not to have to deal with so much "business". Some choose not to become licensed/accredited for fear the paperwork involved will be intrusive, or the pressure will control them. Some choose to wait to take that step until later. Many find it all too hard to understand. But just as caring for children requires organization, foresight, and active participation on the part of the caregiver to stay on top of all situations to avoid calamity, so it is with the business aspect of your child care center. Approaching it with uprolled sleeves (or for most of us...a warm-up suit!) and "positive discipline" will enable us to eliminate finance-phobia, build self-esteem, live purposefully, and achieve professional efficacy in child care.

This newsletter will identify some of the "stakes" to attach your "rope" to and address some of the obstacles to making your child care giving a successful business career. Not to be feared but affirmed... when you mean business.

-by Lita Kate Haddal, editor,  
CCIC Child Care Specialist.



### TABLE OF CONTENTS

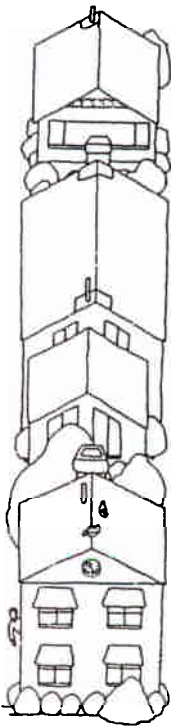
Editorial	1
Grants	2
Articles	4
Books	10
Helpmates from CCIC	13
Technical Assistance	14
Fact Sheets	15
Accreditation / Credentialing	16
More Resources	20
Videos	21
Telecourses	24
Calendar	25

## GRANTS FOR CHILD CARE SERVICES

by Mary Lauby

**Day Care Grant Specialist  
Office of Child Care  
Bureau for Children, Youth and Families  
Wisconsin Department of Health and Social Services**

The Wisconsin Department of Health and Social Services offers more than \$2 million annually in a variety of grants for family and group licensed child care. These grants have been made possible through federal Child Care and Development Block Grant funds. The response to these grant programs has been tremendous.



While the Department intends to continue to offer this funding, we expect to continue to improve our ability to direct these funds toward the highest need populations and areas of the state. At this time, this occurs through the use of priority points in the grant review.

However, priority points alone do not ensure funding. Criteria are used to measure the stated need for child care services in an applicant's target area and the quality of the proposed services. Need and quality of services must be clearly evident in order for a prospective grantee to receive funding. Regardless of the degree to which we may further direct these funds to meet identified needs, such criteria will continue to be a primary variable in determining awards.

Group center proposals are evaluated by teams of reviewers selected for their knowledge and experience with early childhood education, child care services, and geographic and demographic representation. The vast majority of evaluators tend to be non-state employees. Grant evaluators are instructed in the methods of grant evaluation and, using standardized criteria, independently read and rate anywhere from 15 to 30 proposals. Each application is read by 5 different evaluators. When a grant process requires that applicants compete within separate regional groupings rather than on a statewide basis, evaluators read proposals from regions outside their home region to prevent the likelihood of conflicts. An applicant's final score is determined by the average of the five evaluators' scores.

Family day care proposals undergo an administrative review instead of an evaluation. Family day care grant applications are reviewed and ranked based upon stated standardized criteria.

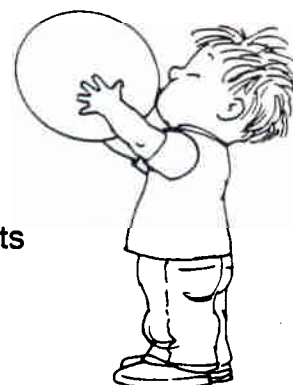
Due to the volume of applicants in these grant programs, we have been unable to offer technical assistance by phone or to take requests for application packets by phone. However, we continue to strive to make access to information about the grants available through the Educational Teleconference Network (ETN) and through workshops. Of course, we do respond to written requests for applications and information.



At this time, the Department offers the following child care grant programs:

### START-UP AND EXPANSION GRANTS

Family day care start-up grants  
 Group center start-up and expansion grants  
 Employer-sponsored day care start-up and expansion grants  
 Student Parent day care start-up and expansion grants  
 Head Start wrap-around start-up and expansion grants



### QUALITY IMPROVEMENT GRANTS

Family day care quality improvement grants  
 Group center quality improvement grants

Grant cycles, grant award amounts, purpose, eligibility requirements and use of funds differ among the various grant programs. The attached charts describe those primary differences. The charts also provide a summary of recent grant cycles.

To obtain application packets for these grants, write to the address below. Specify the grant program(s) in which you are interested. (For example: Family day care start-up; Group center quality improvement; etc.) Be sure to include your complete name and mailing address. Grant packages cannot be obtained by phone. All grant requirements, application instructions, timetables and forms are included in the grant application packet that is sent to you. If you send us your request prior to the availability of a current application packet, we will retain your request for a packet on our mailing list for the next grant cycle.

DHSS/DCS/BCYF  
 PO BOX 7851  
 1 WEST WILSON ST  
 MADISON WI 53707



### OTHER GRANTS

In addition to direct grants to providers to assist with starting, expanding and improving licensed child care, the Department also offers grants for technical assistance and for the ongoing development and support of local child care resource and referral services.

## ARTICLES TO KEEP



*"If you don't know what you want to do,  
it's harder to do it."  
-Malcolm Forbes.*

1. **QUALITY IMPROVEMENT GRANT CHART.** Mary Lauby.
2. **START-UP AND IMPROVEMENT GRANT CHART.** Mary Lauby.
3. **ESTIMATED MAXIMUM COUNTY CHILD DAY CARE REIMBURSEMENT RATES FOR 1993 IN WISCONSIN.** Anthony Esealuka. Bureau for Children, Youth and Families, Division of Community Services, Wisconsin Department of Health and Social Services.

### POLICIES AND PAYMENT:

4. **WHEN PARENTS DON'T PAY.** Christine M. Todd. *School-Age Connections*, Vol.4, Issue 3, 1992.
5. **TEN TIPS FOR SUCCESSFUL PARENT INTERVIEWS.** Monica M. Elenbaas. *Family Day Caring*, January/February 1993.
6. **GETTING CLEAR ON POLICIES.** Parent policies work well when you know how to use them. Tom Copeland. *Family Day Caring*, January/February 1992.
7. **RUNNING A FAMILY DAY-HOME BUSINESS- PART I: PAYMENT AND POLICIES.** Barbara Langham. *Texas Child Care Quarterly*, Fall 1986.
8. **PREVENTING MISUNDERSTANDING: USING CONTRACTS IN YOUR FAMILY DAY CARE HOME.** Peggy Riehl. *Family Day Care Connections*, Vol.4, Issue 4, 1991.
9. **PLACES FOR CHILDHOODS INCLUDE PARENTS, TOO.** Jim Greenman. *Child Care Information Exchange*, March 1993. How to avoid the "they" vs. "us" syndrome.



*To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,*

### ANALYZING PROFITABILITY:

10. **HOW TO ANALYZE YOUR CENTER'S PROFITABILITY.** *Child Care Review*, Vol.7, No.1. Profitability Analysis Chart.
11. **MINDING YOUR BUSINESS: HOW TO AVOID THE SEVEN DEADLY FINANCIAL PITFALLS.** Keith Stephens. *Child Care Information Exchange*, August 1990.
12. **DETERMINING YOUR EMPLOYEE COST PER CHILD.** Vernon L. Holloman. *Child Care Review*, November 1991. Before setting your tuition rates, eight cost items per child must be estimated by centers: employees, building, supplies, management, advertising, vehicle, miscellaneous, and savings and investments. This is one of a series of articles on each of the cost items, by the author of Marketing and Cost Approach Analysis for the Day Care Service Industry. Ordering information for the entire "Determining..." series included with article.
13. **SETTING YOUR RATES FOR FLEXIBLE PROGRAMMING, FLEXIBLE RATE SCALE, and FLEXIBLE PROGRAM COLLECTION TIPS.** Nan Howkins. *Child Care Review*, July 1991, April and July 1992. How to calculate tuition rates for part-time children.
14. **STATUS REPORT #3 ON NON PROFIT CHILD CARE. Hits and Myths.** Roger Neugebauer. *Child Care Information Exchange*, May 1992.
15. **IS CHILD CARE A GOOD BUSINESS?** Keith Stephens. *Child Care Information Exchange*, June 1990. A look at for-profit child care centers.
16. **STATUS REPORT ON CHILDREN'S PROGRAMS ON CAMPUS.** *Child Care Information Exchange*. March 1993.
17. **CREATING QUALITY CURRICULUM YET NOT BUYING OUT THE STORE.** Shirley and Laura McDonnell. *Young Children*, November 1991.
18. **GIFTS FOR YOUR PROGRAM: GETTING FREE SUPPLIES AND SERVICES!** Nancy Gaumer. *School-Age Connections*, Vol.4, Issue 6, 1992.

### ADA:

19. **THE AMERICANS WITH DISABILITIES ACT. How will it impact your center?** Dale Borman Fink. *Child Care Information Exchange*, May 1992.
20. **ADA Q&A - CHILD CARE CENTERS.** Deborah Leuchovius, PACER ADA Consultant. *The PACEsetter*, January 1993.



To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,

WAGES:

21. **HOW CAN WE PAY STAFF FAIRLY?** Linda Ard. *Texas Child Care*, Summer 1990.
22. **PARENTS, TEACHERS, AND DIRECTORS HAVE THEIR SAY ON RAISING TEACHERS' WAGES.** Insights from the Exchange Panel of 200. *Child Care Information Exchange*, May 1992. Strategies for raising wages: lobbying, media blitz', appealing to employers.
23. **DAY CARE DILEMMA: WHO'S MINDING OUR KIDS?** *The Capital Times*, February 20, 1993. Wisconsin high quality providers accept low wages for love of the job or leave.
24. **MONEY ATTITUDES: TAKING CONTROL.** Kathy Wallace. *Family Day Caring*, May/June 1990. Overwhelmed by money matter tasks or feeling defensive about asking a worthy wage? A pep talk.

TAXES:

25. **HELP ELIGIBLE FAMILIES CLAIM CHILD CARE TAX CREDITS.** *Young Children*, January 1993.
26. **TIME - SPACE FORMULA.** Sandra L. Frantz. *WECA*. Illustrated formula for figuring the business portion of your deductions for family day care.
27. **FREQUENTLY ASKED QUESTIONS REGARDING UNEMPLOYMENT COMPENSATION.** Thomas Lukaszewski, CPA. *Child Care Information Exchange*, January 1992.
28. **FREQUENTLY ASKED QUESTIONS REGARDING UNRELATED BUSINESS INCOME TAX.** Thomas Lukaszewski, CPA. *Child Care Information Exchange*, July 1992.
29. **TAX GUIDELINES FOR FAMILY DAY CARE.** Pam McNichols. *Family Day Care Connections*, Vol.5, Issue 1, 1992.

INSURANCE:

30. **INSURANCE COMPANIES.** Susan Morris, *Child Care Information Exchange*, July 1992. Companies providing liability insurance for child care businesses.



To borrow any of the books or tapes and receive the free articles, call: ➔  
The Child Care Information Center, 1-800-362-7353,



## MANAGEMENT:

31. **TAKING A NEW DIRECTION IN STAFF MEETINGS.** Lynne Meservey and Barbara Grundleger. *Child Care Information Exchange*, September 1992. Taking charge and turning around a negative leadership flow.
32. **DIRECTOR AND STAFF: HOW TO COACH A TEAM.** Pam Schiller and Joan Townsend. *Texas Child Care Quarterly*, Winter 1984. Positive leadership with clear cut direction and open-communication helps staff be supportive of management.
33. **WHEN THE LICENSING REP COMES.** Stanley Smith. *Texas Child Care Quarterly*, Summer 1985. Suggestions for how to behave and what to expect while the licenser is viewing your center.
34. **SUBSTITUTE CARE.** Deborah Sigovich. *Scholastic Pre-K Today*, February 1993. How one family day care provider manages to get some time off.
35. **SUBSTITUTES- WE'RE THE REAL THING!** Bonnie Neugebauer. *Child Care Information Exchange*, November/December 1991. What to include in a substitute information packet, things to remember about the life of a substitute and an observation/evaluation form for substitute or prospective staff.
36. **NURTURING GREEN STAFF FROM DAY ONE. Ideas for facing the toughest training challenge.** Ideas from directors. *Child Care Information Exchange*, March 1993. New employees with little or no training require nurturing.
37. **WAY BEYOND CHICKEN SOUP: CARING FOR AND ABOUT ILL EMPLOYEES.** Pauline Davey Zeece. *Child Care Information Exchange*, November 1992. The director's role in dealing with employee illness.
38. **BRAVO! Center directors share their management success stories.** *Child Care Information Exchange*, May, July, September 1992, and April 1993. Many novel tips from the field.
39. **THE CAREGIVER'S CHILD: A SPECIAL CHALLENGE.** Carol Thiel. *Family Day Care Connections*, Vol.5, Issue 3, 1992. It is sometimes hard to share Mom and reactions vary.
40. **INTRODUCING THE EARLY CHILDHOOD TEACHER TO IEP.** Louise Pavia. *Day Care and Early Education*, Spring 1992. The Individual Education Program for children with special needs can pose a problem for those not familiar with the planning of it. Outlines key points of the process.
41. **EFFECTIVE COMMUNICATION- THE MORTAR THAT HOLDS THE TEAM TOGETHER.** Paula Jorde Bloom. *Child Care Information Exchange*, January 1993. Communication is more than words. Good leadership requires good communication, but more is not necessarily better. Questionnaire for assessing staff opinion on the effectiveness of communication in your center.
42. **TEN TEAMWORK TERMINATORS AND SOME SURE CURES. The leader's role in making the team work.** Hawaii retreat attendees. *Child Care Information Exchange*, July 1992.



To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,



*"I don't know how to make it rain,  
but I do know how to stand where it's wet."  
-James Strickland, about his success in winning  
grants.*

### FUNDRAISING:

43. **PROGRAM PLANNING AND PROPOSAL WRITING.** Norton J. Kiritz, executive director, The Grantsmanship Center. *The Grantsmanship Center News*.
44. **FUND RAISING FROM FOUNDATIONS AND CORPORATIONS and PROPOSAL WRITING.** *The Children's Foundation*, July 1987.
45. **GUIDELINES FOR APPLYING FOR FUNDS FROM THE ADULTS & CHILDRENS ALLIANCE "CHILD DEVELOPMENT FUND".** Adults & Childrens Alliance, St.Paul, MN.
46. **PEOPLE GIVING TO PEOPLE: EXECUTING AN ANNUAL GIVING CAMPAIGN.** Patricia Clark Scallan. *Child Care Information Exchange*, March 1987.

### MARKETING:

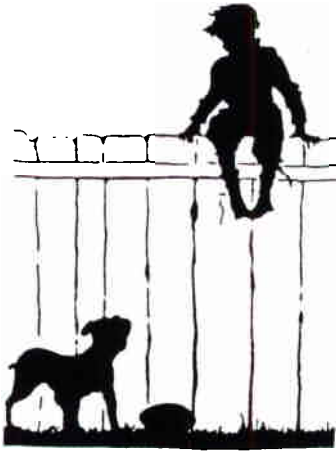
47. **MAKING YOUR STAFF YOUR MARKETING PARTNERS.** How can I get my staff involved in marketing the center? Julie A. Wassom. *Child Care Information Exchange*, March 1992.
48. **HOW TO KEEP GOING WHEN THE GOING GETS TOUGH...** *BANANAS Newsletter*, February/March, 1992, Vol. XVIII, No.3. Tips for raising your family day care profile.
49. **CREATING NEW CHILD CARE SLOTS IN MINI CHILD CARE CENTERS: BIG BANG FOR THE BUCK IN NEW JERSEY.** Frankel/Wilson/Williams/Wright/Collier/Mirko. *Children Today*, Vol.21, No.1, 1992. Seed money and technical assistance were offered to child care professionals and programs as incentives to increase child care slots at centers serving 10-35 children.
50. **KEEPING FAMILIES HAPPY- COMMUNICATION IS THE KEY.** Nine great marketing ideas for new families. Ellen Orton Montanari. *Child Care Information Exchange*, March 1993.
51. **HOW TO BE BULLISH ON MARKETING CHILD CARE IN A CHALLENGING ECONOMY.** Marketing strategies for building enrollment. Julie Wassom. *Child Care Information Exchange*, September 1992.

**PROGRAM IMPROVEMENT:**

52. **A COLLECTION OF IDEAS FOR GENERATING MORE REVENUE AND MAKING USE OF UNSOLD CHILD HOURS.** *Child Care Review*, Vol.7, No.1. Planning a summer math and science camp, Saturday morning activity classes, and selling early morning hours.
53. **ONE AND A HALF MILLION LEFT UNSUPERVISED.** Charles Pekow. *School-Age Notes*, February 1993. Statistics on latchkey children; children on their own before and after school and during holidays.
54. **AN INTRODUCTION TO THE FAMILY DAY CARE CHECK-IN PROGRAM; After-School Care for Children Aged 10-14.** Prepared by the Fairfax County Office for Children, Fairfax, VA. A program alternative for latchkey children that offers flexible adult supervision for preadolescents.
55. **EXTENDED DAY AND ENRICHMENT PROGRAMS - EDUCATIONAL SOLUTION OR DANGEROUS TREND?** Rich Scofield. *School-Age Notes*, December 1991. Extended school and enrichment programs influenced by the drive to appear "educational" cannot meet school-agers developmental needs after school.
56. **SUPPORTING PARENTS AND YOUNG CHILDREN.** Minnesota Early Childhood Family Education Program. Nancy Kristensen and Jean Billman. *Childhood Education*, April 1987. History and typical procedures for operating.
57. **EARLY CHILDHOOD FAMILY EDUCATION.** Barb Rose. *Day Care and Early Education*, Winter 1990. The Minnesota program for whole family enrichment in practice.
58. **HOME VISITING IN THE EARLY YEARS: POLICY AND PROGRAM DESIGN DECISIONS.** Douglas R. Powell. *Young Children*, September 1990. Guidelines for making this personal contact with families a success for everyone.
59. **THE TEACHER'S PLAYING AT MY HOUSE THIS WEEK!** Marion Fox-Barnett and Tamar Meyer. *Young Children*, July 1992. Child-centered home visits in early childhood programs reinforce the child's self-esteem. Strategies for implementing and evaluating.
60. **MYTHS ASSOCIATED WITH DEVELOPMENTALLY APPROPRIATE PROGRAMS.** Marjorie J. Kostelnik. *Young Children*, May 1992.
61. **WRITE A RESUME' THAT WORKS.** Mary Harbough. *Instructor*, May 1991. Taking stock of your skills and experience, whether applying for a new position or not, can shape your program planning and reveal "growing edges" you need to work on.
62. **WHAT DOES IT TAKE TO BECOME A CONSULTANT?** Constant Hine. *Child Care Information Exchange*, November/December 1991. Is it for you or harder than it seems?
63. **ASSESSING ENVIRONMENTS FOR ANTI-BIAS AND CULTURALLY RELEVANT MATERIALS.** Margie Carter. *Child Care Information Exchange*, March 1993.



To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,



## BOOKS

*"The feeling of helplessness in controlling one's life is a major source of stress."*  
 -Sandra Felton, from Messie No More.

### MANAGEMENT:

64. THE EARLY CHILDHOOD SUPER DIRECTOR: MANAGING FOR SUCCESS AND SANITY. Sue Baldwin.
65. S.O.S. KIT FOR DIRECTORS. Supervising, Organizing and Supporting Staff. Early Childhood Directors Association. Tips from professionals for dealing with a variety of staff problems.
66. SURVIVAL KIT FOR DIRECTORS. Early Childhood Directors Association. A wide assortment of problem areas are given specific solution suggestions and tips for implementation.
67. SURVIVAL SKILLS FOR MANAGERS. Marlene Wilson. Preparing for and understanding the conflicts that will arise helps control them. Staff motivation to stress management.
68. SMART MOVES. 14 Steps to Keep Any Boss Happy, 8 Ways to Start Meetings on Time, and 1600 More Tips to Get the Best from Yourself and the People Around You. Sam Deep and Lyle Sussman. The ultimate list of tips and "how-to's".
69. SETTING UP FOR INFANT CARE: Guidelines for Centers and Family Day Care Homes. Annabelle Godwin and Lorraine Schrag, co-chairs, Infant Task Force of the San Fernando Valley Child Care Consortium. NAEYC.
70. CHILD CARE IN A FAMILY SETTING. A Comprehensive Guide to Family Day Care. Vijay T. Jaisinghani, Ph.D., and Vivian Gunn Morris, Ph.D.
71. FAMILY DAY CARE, How to Provide it in Your Home. Betsy Squibb. The basic steps, full of sound tips, i.e., how to work with your own children in the family day care home.

### MARKETING AND PUBLIC RELATIONS:

72. MARKETING CHILD CARE PROGRAMS. Why and How. Mary Frank / Bettye M. Caldwell, editors. An academic study by a number of experts defining marketing terminology and principles.
73. MARKETING YOUR CHILD CARE PROGRAM. "The Best of Exchange". A collection of articles by various experts from *Child Care Information Exchange* magazine.
74. PARENT PROGRAMS AND OPEN HOUSES. Susan Spaete. Lively ideas for creating occasions to bring the outside world to you.

### FINANCES AND FUNDRAISING:

75. **MANAGING THE DAY CARE DOLLARS. A Financial Handbook.** Gwen G. Morgan. The budget process; sample budgets and cash flow charts for a variety of program types. Glossary of terms used in banking and in day care financial management.
76. **TOOLS FOR MANAGING YOUR CENTER'S MONEY. "The Best of Exchange".** A collection of articles by a bevy of experts from *Child Care Information Exchange* magazine.
77. **FILTHY RICH AND OTHER NONPROFIT FANTASIES: CHANGING THE WAY NONPROFITS DO BUSINESS IN THE 90'S.** Dr. Richard Steckel.
78. **THE GRASS ROOTS FUNDRAISING BOOK. How to Raise Money in Your Community.** Joan Flanagan for *The Youth Project*. Asking for money as a team sport. Gaining courage and a professional approach. Who, where and how to do it.
79. **FUNDRAISING FOR EARLY CHILDHOOD PROGRAMS: Getting Started and Getting Results.** Matia Finn. NAEYC.
80. **GUIDE TO SUCCESSFUL FUNDRAISING. "The Best of Exchange".** A collection of articles by leading experts from *Child Care Information Exchange* magazine.
81. **ORGANIZING SPECIAL EVENTS AND CONFERENCES: A PRACTICAL GUIDE FOR BUSY VOLUNTEERS AND STAFF.** Darcy Campion Devney.
82. **PROGRAM PLANNING AND PROPOSAL WRITING.** Norton J. Kiritz. By the president of *The Grantsmanship Center*, a step-by-step guide to writing an actual proposal with specific examples.

### CONTRACTS, POLICIES, AND ASSESSMENTS:

83. **POLICIES AND PROCEDURES FOR EARLY CHILDHOOD PROGRAMS.** Early Childhood Directors Association.
84. **NEW FORMS KIT.** *Director approved and ready to use forms for every need.* Early Childhood Directors Association.
85. **FAMILY CHILD CARE, CONTRACTS AND POLICIES. How to Be Businesslike in a Caring Profession.** Tom Copeland. Excellent easy-to-read guide to what contracts and policies are. Tax tips throughout. Form and contract examples. Sure to reduce "business anxiety".
86. **EARLY CHILDHOOD ENVIRONMENT RATING SCALE.** Thelma Harms, Debby Cryer, and Richard M. Clifford. A 9-point scale with descriptive definitions for each score range; for assessing the quality of environment provided in centers and schools.
- 87/123. **INFANT/TODDLER ENVIRONMENT RATING SCALE.** Thelma Harms and Richard M. Clifford. Especially designed for infant/toddler care; consists of 35 items assessed on a 7-point scale.
- 88/123. **FAMILY DAY CARE RATING SCALE.** Thelma Harms and Richard M. Clifford. 32-item scale described in four levels of quality. Also divided for competency assessment for the six CDA competency goals.



To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,



PROGRAMS:

89. PLANNING AND ADMINISTERING EARLY CHILDHOOD PROGRAMS. Celia Anita Decker and John R. Decker.
90. ADMINISTERING PROGRAMS FOR YOUNG CHILDREN. NAEYC. Janet F. Brown, editor. Compilation of articles by many recognized child care experts on various areas one must concentrate on when administering a quality program.
91. I AM I CANI. VOLUME ONE - KEYS TO QUALITY CHILD CARE: A GUIDE FOR DIRECTORS. Gryphon House.
92. OPENING YOUR DOOR TO CHILDREN; HOW TO START A FAMILY DAY CARE PROGRAM. Kathy Modigliani, Marianne Reiff, and Sylvia Jones.
93. REACHING THE FULL COST OF QUALITY IN EARLY CHILDHOOD PROGRAMS. Barbara Willer, editor. NAEYC.
94. KIDS CLUB: A SCHOOL-AGE PROGRAM GUIDE FOR DIRECTORS. Linda G. Sisson. *School-Age Notes*. Practical handbook including checklist for full-day programming, field trips and development. 5 types of activities and how to program for them.
95. NEW YOUTH CHALLENGE - A MODEL FOR WORKING WITH OLDER CHILDREN IN SCHOOL-AGE CARE. How to design an activity-contract system for 8-15 year-olds to set their own goals and plan their own activities.
96. HIGH SCOPE/BUYER'S GUIDE TO CHILDREN'S SOFTWARE 1992. Annual Survey of Computer Programs for Children Aged 3 to 7. Warren Buckleitner.



*"From the time an infant tries to get his toes in his mouth, life is a constant struggle to make ends meet."  
-Gainesville Georgia Times.*

PERSONAL OBSTACLES:

97. YOU DON'T HAVE TO GO HOME FROM WORK EXHAUSTED! A Program to Bring Joy, Energy, and Balance to Your Life. Ann McGee-Cooper with Duane Trammell and Barbara Lau.
98. TACKLING THE TERRIBLE TENS: SOLUTIONS FOR EVERY DIRECTOR'S CRISES. "The Best of Exchange". Collection of *Child Care Information Exchange* magazine articles.
99. ENHANCING YOUR PROFESSIONAL GROWTH. "The Best of Exchange". A collection of articles by experts from *Child Care Information Exchange* magazine.
100. WHAT TO SAY TO GET WHAT YOU WANT. Strong Words for 44 Challenging Types of Bosses, Employees, Coworkers, and Customers. Sam Deep and Lyle Sussman. Learn to recognize and modify unwanted behavior in yourself and those you work with.

## MORE CHILD CARE HELPMATES FROM CCIC



LISTS of other helpful resources have been compiled to help you identify **where** to go and **who** to contact for **what** in your child care business:

101. **Alphabet Soup: Acronyms / Early Childhood Organizations.** National, state and local agencies and organizations relevant to child care, but hard to recognize until you decode the initials (acronyms) used. Includes addresses.
102. **Early Childhood Periodicals / Journals and Ordering Information.** Regular publications of relevance to child care professionals; current subscription rates, number of issues, etc.
103. **Child Care Information Center Newsletter Topics.** 25 newsletters have been published since 1985 on a variety of topics. Most are still available, as well as the articles and items listed, upon request from CCIC, 1-800-362-7353, or (608) 266-1164.
104. **State of Wisconsin Board of Vocational, Technical, and Adult Education (VTAE), Child Care Instructional Contacts 1992-93, Schools and Districts.** Names and addresses of who to contact and where to go when looking for continuing education courses.
105. **Wisconsin Regional Resource and Referrals.** List of the 12 currently existing local offices serving Wisconsin; directors, addresses, phone numbers.
106. **Wisconsin Early Childhood Association (WECA) Districts and Local Affiliates.**
107. **Wisconsin Family Day Care Association (WFDCA) Regional Representatives.**
108. **Child Care Funding Directory (Wisconsin Child Care Improvement Project)** List of public support programs and grants available for program start-up, expansion and quality improvement.
109. **Wisconsin Child Care Improvement Project (WCCIP) Member Agencies / Board Members, 1992-93.**

**SHORT LISTS** are in. The new brochure series **"WINDOW ON..."** offers you a quick choice of some of the materials (articles to keep; books, tapes and cassettes to borrow) available on a variety of topics at CCIC, 1-800-362-7353, or 266-1164 (Madison area). The topics compiled so far are:

- |                  |                       |
|------------------|-----------------------|
| WO1. Separation  | WO7. Stress & Burnout |
| WO2. Toys        | WO8. Health & Safety  |
| WO3. Advocacy    | WO9. Imaginative Play |
| WO4. Environment | WO10. Siblings        |
| WO5. Sleep       | WO11. Science         |
| WO6. Field Trips | WO12. Television      |



**PACKETS OF ARTICLES** for inservices/units are currently available at CCIC on the following topics:

110. Substitutes
111. Transition time
112. TV and Violence
113. Transportation: a curriculum unit



*To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,*

## ASSISTANCE AVAILABLE TO EXISTING CHILD CARE PROGRAMS TO IMPROVE THEIR SERVICES

by Wendy Hinrichs Sanders

Executive Director  
Wisconsin Child Care Improvement Project (WCCIP)

The Wisconsin Child Care Improvement Project, Inc. received funds in October, 1992, from the Wisconsin Department of Health and Social Services (\$85,000 through the Federal Child Care and Development Block Grant Funds) to provide technical assistance, statewide, to existing child care programs to help them work towards program and business quality improvement. The effort is designed to help child care homes and centers to become accredited. WCCIP staff and consultants will provide free, on-site consultation to help programs assess their strengths and weaknesses and create and implement a technical assistance plan to meet their individual program/business improvement needs.

The WCCIP is required to meet federal guidelines, which placed a priority on services to low- and high-population density counties, low income counties and surrounding communities of Chapter I in Wisconsin school districts. The state then targeted that the funds must match the licensed capacity of program type in Wisconsin, stating that 86% of the licensed capacity is in group programs and 14% is in family child care homes. The WCCIP staff offered to work with 85 child care programs (73 group and 12 family child care).

Since notifying all licensed centers, the WCCIP has received 155 applications; 85 programs have been targeted to receive assistance this year. However, the WCCIP is maintaining a waiting list, on a first come, first served basis, so interested child care programs are encouraged to send an application to the WCCIP. It is anticipated some additional programs may be helped this Year and it is hoped that additional state funds will be awarded to the WCCIP to continue this service next year.

For more information, contact: WCCIP, 1-800-366-3556.

### **PUBLICATIONS AVAILABLE FROM THE WISCONSIN CHILD CARE IMPROVEMENT PROJECT, INC:**

**Child Care Funding Directory, April 1993:** This three-page chart lists grants and other public support programs available to help child care programs start, expand or improve their quality.

**Child Care Supply and Demand: A Forecast for Wisconsin, April 1993:** This 3-page chart and 1-page analysis suggests the supply of child care in Wisconsin is growing yet cannot keep up with the ever-increasing demand. Statistics are listed county-by-county with state totals.

**Child Care Resource and Referral Data Report: Child Care Supply and Demand, April 1993:** This 4-page paper presents and highlights the recruitment and referral data collection efforts of the Wisconsin Child Care Resource and Referral Network.

All the above publications are available, for a nominal fee, from the Wisconsin Child Care Improvement Project, Inc / P.O.Box 369 / Hayward, WI 54843, or call 1-800-366-3556.

## CHILD CARE ADMINISTRATION FACT SHEETS

Prepared by the Wisconsin Child Care Improvement Project  
Available at CCIC, 1-800-362-7353,

- FS1. National Trends Related to Child Care.
- FS2. Day Care Center Start-Up.
- FS3. Family Day Care Start-Up.
- FS4. Seeking a Facility for an Early Childhood Program.
- FS5. Public Funding for Child Care.
- FS6. Keeping Your Child Care Running Smoothly.
- FS7. Reporting Child Abuse and Neglect.
- FS8. Developing a Media Plan for Child Care.
- FS9. Supervision.
- FS10. Day Care Regulations: Center and Family Day Care.
- FS11. Child Care Funding: Private Resources.
- FS12. Employer Options to Support Working Families.
- FS13. Elements of Quality in Child Day Care.
- FS14. Care for Children Who Are Ill.
- FS15. School-Age Child Care.
- FS16. What You Need to Know In Order to Write About Child Care.
- FS17. Liability Insurance for Child Care Providers.
- FS18. Child Care Tax Credits - Information for Parents.
- FS19. Family Day Care Taxes.
- FS20. Nondiscrimination in Staff Hiring.
- FS21. Organizational Skills in Family Day Care.
- FS22. Recordkeeping for Day Care Centers and Family Day Care Homes.
- FS23. Promotion of an Early Childhood Program in the Community.
- FS24. Legal Issues in Child Care.
- FS25. Making a Plan for Child Care Program Stability.
- FS26. Budget Preparation.

The following three handbooks are also for sale at CCIC for \$8 each. Please specify if you wish to purchase or borrow a copy.

- 114. NUTS AND BOLTS HANDBOOK: BUILDING GOOD DAY CARE IN WISCONSIN. 4-C's in Dane County.
- 115. THE FAMILY DAY CARE HANDBOOK-1989. 4-C's in Dane County.
- 116. THE AFTER SCHOOL DAY CARE HANDBOOK. 4-C's in Dane County.



To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,



## PROFESSIONAL ACCREDITATION AND CREDENTIALING

### BOOKS ON ACCREDITATION TO BORROW

117. **ACCREDITATION CRITERIA AND PROCEDURES OF THE NATIONAL ACADEMY OF EARLY CHILDHOOD PROGRAMS—REVISED EDITION.** Washington, DC: NAEYC, 1991. The National Association for the Education of Young Children's National Academy of Early Childhood Programs has the only professionally sponsored, national, voluntary accreditation system exclusively for early childhood centers and schools. This book explains the three steps in the accreditation process: self-study, validation visit, and accreditation decision. It gives criteria for ten components of group programs for young children: interactions among staff and children, curriculum, staff-parent interaction, staff qualifications and development, administration, staffing, physical environment, health and safety, nutrition and food service, and evaluation. This book is included in the package of self-study materials when you apply to the Academy for accreditation.
118. **GUIDE TO ACCREDITATION BY THE NATIONAL ACADEMY OF EARLY CHILDHOOD PROGRAMS—REVISED EDITION.** Washington, DC: NAEYC, 1991. This book is one of the items included in the self-study packet for accreditation by the National Academy of Early Childhood Programs. It covers the same material as the above book but in more detail.
119. **CONGREGATIONS AND CHILD CARE: A SELF-STUDY FOR CHURCHES AND SYNAGOGUES AND THEIR EARLY CHILDHOOD PROGRAMS.** Washington, DC: NAEYC, 1990. Revised and expanded edition of a useful tool developed by the Ecumenical Child Care Network of the National Council of Churches. This book complements NAEYC's accreditation self-study and can help improve the relationship between early childhood programs and the churches and synagogues that house or sponsor them.
120. **REGULATING CHILD CARE QUALITY: EVIDENCE FROM NAEYC'S ACCREDITATION SYSTEM.** Sue Bredekamp. Washington, DC: NAEYC, 1989. This report documents the validity of NAEYC's accreditation system for measuring quality in early childhood programs, with implications for public policy.
121. **DEVELOPMENTALLY APPROPRIATE PRACTICE IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE 8—EXPANDED EDITION.** Sue Bredekamp, editor. Washington, DC: NAEYC, 1987. This book presents our profession's consensus on developmentally appropriate teaching practices for infants through eight-year-olds. Explains the development of children at various ages and gives lots of examples of appropriate and inappropriate practices.
- 87/122. **INFANT/TODDLER ENVIRONMENT RATING SCALE.** Thelma Harms, Debby Cryer, Richard M. Clifford. New York, NY: Teachers College Press, 1990. This assessment tool was developed specifically for infant/toddler group care. The 35 items fall into seven categories, and are easy to score with complete instructions for using the scale.
- 88/123. **FAMILY DAY CARE RATING SCALE.** Thelma Harms and Richard M. Clifford. New York, NY: Teachers College Press, 1989. Easy-to-use resource for evaluating family day care settings in terms of seven major areas: space and furnishings, basic care, language and reasoning, learning activities, social development, adult needs, and provisions for special-needs children. Includes chart showing rating scale items for each CDA competency.



**BOOKS ON THE CHILD DEVELOPMENT ASSOCIATE CREDENTIAL**

124. **INFANT/TODDLER CAREGIVERS IN CENTER-BASED PROGRAMS: THE CHILD DEVELOPMENT ASSOCIATE ASSESSMENT SYSTEM AND COMPETENCY STANDARDS.** Washington, DC: *Council for Early Childhood Professional Recognition*, 1992. To become a CDA, you have to 1) select an early childhood education professional to observe your work with children, 2) ask the parents of the children with whom you work to complete a questionnaire about your skills, 3) write about your goals for children and what you do to achieve them, 4) compile a file of professional resources you use in your daily work, 5) take a written examination about principles of developmentally appropriate practice, 6) participate in an interview about your practices with children and families. This book gives the specific eligibility and documentation requirements and CDA competency standards for infant and toddler caregivers. The procedures are valid until September 1, 1993.
125. **PRESCHOOL CAREGIVERS IN CENTER-BASED PROGRAMS: THE CHILD DEVELOPMENT ASSOCIATE ASSESSMENT SYSTEM AND COMPETENCY STANDARDS.** Washington, DC: *Council for Early Childhood Professional Recognition*, 1992. Eligibility and documentation requirements and CDA competency standards for those who work with 3-, 4-, and 5-year-old children. The procedures described are valid until September 1, 1993.
126. **FAMILY DAY CARE PROVIDERS: THE CHILD DEVELOPMENT ASSOCIATE ASSESSMENT SYSTEM AND COMPETENCY STANDARDS.** Washington, DC: *Council for Early Childhood Professional Recognition*, 1992. Lists CDA competency standards that define the skills needed to both manage a well-run program in the home and to meet the needs of infants, toddlers, and preschoolers. The standards support the unique value of the flexible home environment and the diversity of individual providers. Describes the process by which family day care providers can earn a professional credential that is recognized by early childhood educators nationwide. Procedures valid until September 1, 1993.
127. **HOME VISITOR: CHILD DEVELOPMENT ASSOCIATE ASSESSMENT SYSTEM AND COMPETENCY STANDARDS.** Washington, DC: *Council for Early Childhood Professional Recognition*, 1989. Describes the CDA assessment system and competency standards that define the skills needed both to manage a program of home visits and to help parents meet the needs of their infants, toddlers, and preschoolers through a home-based child development program. The procedures described in these materials are valid until June 1, 1992.
128. **ESSENTIALS FOR CHILD DEVELOPMENT ASSOCIATES WORKING WITH YOUNG CHILDREN.** Carol Brunson Phillips, editor. Washington, DC: *Council for Early Childhood Professional Recognition*, 1991. Essentials is a comprehensive curriculum for the preparation of Child Development Associates and forms the core of the CDA Professional Preparation Program, a one-year training program that offers candidates child development coursework and field experiences in child care settings.
129. **FIELD ADVISOR'S GUIDE FOR THE CDA PROFESSIONAL PREPARATION PROGRAM.** Carol Brunson Phillips. Washington, DC: *Council for Early Childhood Professional Recognition*, 1991. Companion to Essentials for Child Development Associates Working with Young Children. Explains how to be a Field Advisor and do formal observations and verify assignments of CDA candidates.

130. **RESOURCES FOR EARLY CHILDHOOD TRAINING: AN ANNOTATED BIBLIOGRAPHY.** Michele Porzel. Washington, DC: NAEYC, 1987. List of printed and audiovisual materials to be used as professional resources in each of the CDA functional areas: safe, healthy, learning environment, physical, cognitive, communication, creative, self, social, guidance, families, program management, professionalism. Materials are also indexed by setting: family day care, home visitor, infant/toddler, preschool, and training support. Includes many good materials, but has not been updated since 1987. CCIC has most but not all of these resources available on free loan.
131. **AN ANNOTATED BIBLIOGRAPHY OF RESOURCES FOR FAMILY DAY CARE.** Michele Porzel. Washington, DC: Council for Early Childhood Professional Recognition, 1988. Lists print and audiovisual materials to be used as professional resources by family child care providers. Indexed by CDA functional area and setting (family day care, infant/toddler, resources, and training support). Includes a wide range of materials, but has not been updated since 1988, so some are no longer available. CCIC has many of the materials listed available on free loan.
132. **SKILLS FOR PRESCHOOL TEACHERS.** 4th edition. By Janice Beaty. New York, NY: Macmillan. This book presents a thorough in-service or self-directed training program for child care providers and is particularly valuable as preparation for CDA assessment. Skill areas are presented individually, with learning activities, questions, further reading, and self-evaluation forms included.
133. **CARING FOR PRESCHOOL CHILDREN, VOL. 1 & VOL. 2.** Diane Trister Dodge, Derry Gosselin Koralek, Peter J. Pizzolongo. Washington, DC: Teaching Strategies, 1989. Excellent for training programs or self-study. Training modules are organized around the Functional Areas of the CDA Competency Standards. Volume I covers safety, health, learning environment, physical and cognitive development and communication. Volume II covers creative self, guidance, families, program management and professionalism.
134. **CARING FOR INFANTS AND TODDLERS, VOL. 1 & VOL. 2.** Diane Trister Dodge, Amy Laura Dombro, Derry Gosselin Koralek. Washington, DC: Teaching Strategies, 1991. Complete and comprehensive staff training or self-study program based on the 13 functional areas of the CDA Competency Standards. Each module includes readings and worksheets. Volume I contains safety, physical communication, cognitive health and learning environment modules. Volume II contains modules on creativity, families, social development, program management, professionalism, and guidance.
135. **TRAINER'S GUIDE TO CARING FOR INFANTS AND TODDLERS.** Diane Trister Dodge & Derry Gosselin Koralek. Washington, DC: Teaching Strategies, 1991. Trainer's guide for the above book contains trainer observation forms, assessment forms, and a five-step process for each module.

### CDA VIDEO

136. **NEW OPTIONS: THE REMODELING OF CDA.** Washington, DC: Council for Early Childhood Professional Recognition, 1992. VHS, color, 14 min. Brief summary of the CDA training, assessment, and credentialing process.

## BROCHURES ON ACCREDITATION AND CREDENTIALING

137. **PROFESSIONAL DEVELOPMENT THROUGH PROFESSIONAL RECOGNITION.** *WECA staff.* Explains the difference between "credential" and "accreditation"; what to consider when deciding which process is best for you.
138. **ACCREDITATION BY THE NATIONAL ACADEMY OF EARLY CHILDHOOD PROGRAMS.** *NAEYC.* The benefits, criteria, process and fee for this national professionally sponsored system of accreditation for all types of preschools, child care centers, and school-age child care programs.
139. **EARLY CHILDHOOD PROGRAM ACCREDITATION: A COMMITMENT TO EXCELLENCE.** *NAEYC.* For parents and others outside the field of early childhood education; describes NAEYC's accreditation process and stresses its role in assuring high quality.
140. **FAMILY CHILD CARE ACCREDITATION.** *WECA.* Two family child care accreditation programs are available in Wisconsin: The National Association for Family Day Care (NAFDC) Accreditation Program and The Wisconsin Early Childhood Association (WECA) Accreditation Program.
141. **FAMILY CHILD CARE ACCREDITATION.** *WECA.* Details the goals, eligibility standards, and criteria for high quality family child care of the WECA Family Child Care Accreditation program.
142. **ACCREDITATION BY THE NATIONAL ASSOCIATION FOR FAMILY DAY CARE.** *NAFDC.* Eligibility, process, criteria, and benefits of this national system of family child care accreditation.
143. **THE CHILD DEVELOPMENT ASSOCIATE NATIONAL CREDENTIAL.** *Council for Early Childhood Professional Recognition.* Booklet gives an overview of the CDA program and explains both the Direct Assessment route to credentialing and the CDA Professional Preparation Program.

## THE REGISTRY

### -Wisconsin's Early Childhood Professional Recognition System-

**THE REGISTRY** offers evaluation and verification of all training, continuing education and in-service, prior to relicensing and/or before each staff members' anniversary date, issuing a certificate reflecting the gained position on Wisconsin's Early Childhood Career Ladder. The licenser need only see the certificate to know that requirements have been met. An excellent management help, marketing tool, and inservice organizer.

**THE REGISTRY** is a collaboration of *The Wisconsin Child Care Administrators' Association (WCCAA)*, *The Wisconsin Early Childhood Association (WECA)*, and *The Wisconsin Family Day Care Association (WFDCA)*.

\$10 initial registration fee/\$5 renewal fee.

For more information contact:  
 The Registry, (608) 244-9327.  
 E-mail: [registry@execpc.com](mailto:registry@execpc.com)

## MORE RESOURCES

A Marketing Kit for Family Day Care Providers. Cynthia Massarsky and Pat Ward. Nat'l Council of Jewish Women, 1991. \$5. Phone: 212-656-4048. Packet of information and fact sheets for improving your image.

Basic Guide to Family Day Care Recordkeeping. Tom Copeland. Redleaf Press, 1992. \$7.95. Phone: 1-800-423-8309. Step-by-step guide to keeping accurate business records. Forms.

BANANAS has a handout entitled "Selling Your Family Day Care Program To Parents". To receive a free copy, send a first class stamp and request to: BANANAS, 5232 Claremont Avenue, Oakland, CA 94618.

Free supply catalog, mailed quarterly, featuring high quality, unique materials salvaged from industry at low cost.

Contact: Creative Educational Surplus, 9801 James Circle, Suite C, Bloomington, MN 55431. Phone: (612) 884-6427.

Free Child Care Tax Credit posters and flyers in Spanish and English, for parent information on lowering taxes and increasing refunds. Contact: Nat'l Women's Law Center, 202-328-5160.

Elizabeth Breathwaite Mini-grants. Four \$250 grants are awarded annually to teachers for outstanding classroom projects and/or activities. Application deadline: May 1. Contact: ACEI Headquarters, 1-800-423-3563.

THE FOUNDATION DIRECTORY and NATIONAL GUIDE TO FUNDING FOR CHILDREN, YOUTH & FAMILIES, published by *The Foundation Center*, are the best sources of current information on the nation's largest grantmakers. These may be found at Marquette Library and UW-Memorial Library.

Free copy of the Immunization Dose Counter, a sliding card-in-pocket device for assessing whether a child is overdue for vaccine, as recommended by the American Academy of Pediatrics and the Centers for Disease Control. Send a self-addressed, stamped with \$.52 postage to: Nat'l Association for the Education of Young Children, Box IDC, 1834 Connecticut Ave. NW, Washington, DC 20009-5786.

Free ten-minute video, in Spanish or English, to motivate parents to immunize their children. Copying for further distribution is encouraged. \$6 copying and mailing charge. Also plastic wallet-sized immunization record forms and brochures for parents about immunization at low cost (single copy is free). Phone: The American Academy of Pediatrics, 1-800-433-9016.

Free brochure of non-edible recipes for school-agers to make. Contact: FunTime Recipes, P.O. Box 254, Minneapolis, MN 55423. Include \$2 for postage and handling.

Free bird poster with birding tour map and tips. Contact: Winona Convention & Visitors Bureau, Box 870 WB, Winona, MN 55987. Phone: 1-800-657-4972.





## **NEW VIDEOS TO BORROW**

**THE PROGRAM FOR INFANT/TODDLER CAREGIVERS.** Produced by the California State Dept. of Education and the Center for Child & Family Studies, Far West Laboratory for Educational Research & Development. Sacramento, CA: CA State Dept. of Education. **CCIC has the following seven tapes from this series:**

144. **FIRST MOVES: WELCOMING A CHILD TO A NEW CAREGIVING SETTING.** 1986. VHS, color, 27 min. + booklet. Illustrates practical steps a professional caregiver can take in introducing a child to a new setting, making separations easier for everyone.
145. **FLEXIBLE, FEARFUL, OR FEISTY: THE DIFFERENT TEMPERAMENTS OF INFANTS AND TODDLERS.** 1990. VHS, color, 29 min. + booklet. Explains nine temperamental traits: activity level, biological rhythms, approach/withdrawal, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Children from birth tend to have one of three combinations of these traits and thus be either flexible, fearful, or feisty. Tape explains these three temperamental types and suggests caregiving techniques that are especially helpful to each type of child.
146. **GETTING IN TUNE: CREATING NURTURING RELATIONSHIPS WITH INFANTS & TODDLERS.** 1988. VHS, color, 24 min. + booklet. As a caregiver and infant get in tune with each other, they develop a close bond, the foundation of healthy emotional growth in infants and toddlers. In-tune caregivers respect the child, let the child set the pace, recognize the child's feelings, receive from the child rather than taking, and offer choices rather than imposing them on the child. Tape presents four specific ways to get in tune.
147. **IT'S NOT JUST ROUTINE: FEEDING, DIAPERING & NAPPING INFANTS & TODDLERS.** 1990. VHS, color, 28 min. + booklet. First three sections detail the basics of feeding, diapering and napping, and the fourth section explores how caregiver routines impact infants and toddlers. The producers recommend that after each section is viewed, caregivers discuss what they have seen, adding to the ideas and recommendations offered in the video.
148. **RESPECTFULLY YOURS: MAGDA GERBER'S APPROACH TO PROFESSIONAL INFANT/TODDLER CARE.** 1987. VHS, color, 58 min. + booklet. Magda Gerber, nationally recognized leader in infant care, explains her philosophy of care based on respecting infants, her approach to observing infants and toddlers, and her concerns about infant equipment. Tape is divided into three 16- to 19-minute segments with fade-outs between parts, so trainers can select any of the three parts to show and discuss during a training session.
149. **SPACE TO GROW: CREATING A CHILDCARE ENVIRONMENT FOR INFANTS & TODDLERS.** 1988. VHS, color, 22 min. + booklet. Environment has a powerful influence on infants and toddlers; eight environmental qualities to consider when setting up care for infants and toddlers are health, safety, comfort, and convenience, accomodating child size, maximizing flexibility, encouraging movement, and allowing for choice.
150. **AGES OF INFANCY: CARING FOR YOUNG, MOBILE & OLDER INFANTS.** 1990. VHS, color, 26 min. + booklet. Demonstrates specific things caregivers can do to adapt care to the child's stage of development and support infants' security, exploration, and identity as they grow from birth to 36 months.



*To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,*



151. **SPOONFUL OF LOVIN'. HMONG VERSION.** Produced with funding & support from AIT, Family Connections, Lakeshore Technical College, Manitowoc Co. Human Services Dept., WCCIP. Cleveland, WI: Lakeshore Technical College, 1992. VHS, color, 5 (1/2 hr.) segments in Hmong + audiocassette (110 min.) in Hmong + ring binder (unpaged) in Hmong & English. Training package produced for use by Hmong to prepare the individual to become a "Provider of Certified Family Day Care" in Wisconsin. Each half-hour part consists of a Hmong voiceover video, Hmong-narrated audiotape information summary, and print materials in Hmong and English.
  
152. **TEACHING & LEADING CHILDREN: TRAINING FOR SUPPORTIVE GUIDANCE OF CHILDREN UNDER SIX.** By Don Dinkmeyer et al. Circle Pines, MN: American Guidance Service, Inc. (AGS), 1992. VHS, color, 105 min. + participant's handbook + leaders's manual. Excellent pre-service/in-service training program for teachers working with infants, toddlers and preschoolers. Stresses mutual respect, encouragement, and developmentally appropriate guidance. Packed with sound advice and everyday examples for six separate training sessions: 1) child development and behavior, 2) building self-esteem through encouragement and listening skills, 3) problem solving, 4) cooperation and discipline, 5) social and emotional development, 6) working with parents. The tape frequently cues you to stop the tape and share your ideas.
  
153. **SETTING UP THE LEARNING ENVIRONMENT.** Ypsilanti, MI: High/Scope Press, 1992. VHS, color, 23 min. Basic principles and concrete strategies needed to plan play space for preschoolers in classrooms, centers, and day care homes.
  
154. **MY KIND OF PLACE: IDENTIFYING QUALITY INFANT/TODDLER CARE. A Video Tape To Help Parents Choose High-Quality Child Care.** Written and directed by Jim Greenman and Ann Follet. Produced by the Greater Minneapolis Day Care Association. VHS, color, 24 min. + discussion guide. A good way to get a lead on how to market your center; what parents should be looking for.
  
155. **WHEN A CHILD DOESN'T PLAY: IDENTIFYING PLAY PROBLEMS & TEACHER INTERVENTIONS.** Linda Freedman & Rae Latham, producers. Portland, OR: Educational Productions, Inc., 1992. VHS, color, 30 min. + trainer's manual. Core information about preschoolers'/kindergarteners' play and learning; six play problem behaviors; a process for adult intervention in play problems; examples of teachers using the intervention process. Foundation video for the series **Hand-in-Hand: Supporting Children with Play Problems**.
  
156. **READ TO ME!: SHARING BOOKS WITH YOUNG CHILDREN.** Linda Freedman & Rae Latham, producers. Portland, OR: Educational Productions, Inc., 1991. VHS, color, 25 min. + facilitator's guide + viewer's guide. This tape is a great way to convince parents and teachers of the importance of reading aloud to young children for a few minutes every day. Gives basic guidelines for making read aloud time stimulating and fun, and shows how children who are read to will love books, develop important literacy skills, and be more successful when they go to school.
  
157. **ONCE UPON A TIME: SKILLS FOR READING ALOUD AT GROUP TIME.** Linda Freedman & Rae Latham, producers. Portland, OR: Educational Productions, Inc., 1991. VHS, color, 33 min. + facilitator's guide + viewer's guide. Watch teachers who keep children hanging on every word, and learn how they do it.



To borrow any of the books or tapes and receive the free articles, call:  
 The Child Care Information Center, 1-800-362-7353,

Part of the **HUGS INVITED** Series, a collaboration between Children's Hospital, Children's National Medical Centers, and the Child Welfare League of America:

- 158. **CARING FOR INFANTS AND TODDLERS WITH HIV INFECTION.** 1991. VHS, color, 20 min. + discussion guide.
- 159. **CARING FOR SCHOOL-AGE CHILDREN WITH HIV INFECTION.** 1991. VHS, color, 20 min. + discussion guide.
- 160. **LIVING WITH LOSS: CHILDREN WITH HIV.** 1991. VHS, color, 26 min. + discussion guide.
- 161. **BEST FOR MY BABY. *Low Income Parents and The Struggle To Do The Right Thing.*** Produced and directed by Jim Greenman and Ann Follett. VHS, color + facilitators guide. A respectful, realistic approach to the expectations of low-income families of all kinds. "Good parents are heroes".
- 162. **ADA TRAINING.** Penny Urben. VHS, color, 3 hrs., two tapes + guide.

### **OTHER AV-RESOURCES TO BORROW ON THE BUSINESS OF CHILD CARE:**

- 163. **WHAT IS FAMILY DAY CARE? LET'S PLAN.** *The Teacher Center, Inc., Family Day Care Project.* VHS, color, 26 min. + guide.
- 164. **FAMILY DAY CARE TAXES - 1993.** Tom Copeland. VHS, color, 3 hrs. + workbook. From a workshop by 4-C's of Dane County.
- 165. **HOW TO BECOME AN EFFECTIVE BOARD MEMBER.** Marilyn Smith. NAEYC. Audio cassette, 24 min.
- 166. **QUALITY CHILD CARE: IT'S A BUSINESS ISSUE.** *The Child Care America Business Teleconference.* Audio cassette, 60 min. Hosted by Judy Woodruff. Features President Clinton (then governor of Arkansas).

Please refer to your AV-list and order our new **UPDATE** for ordering more video tapes or audio cassettes on this newsletter topic.



To borrow any of the books or tapes and receive the free articles, call:  
The Child Care Information Center, 1-800-362-7353,

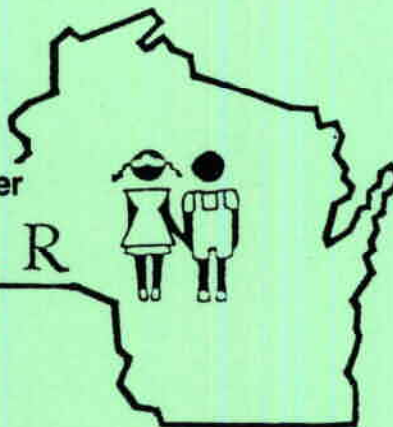


## TO REQUEST MATERIALS FROM THIS NEWSLETTER:

1. Call: (800) 362-7353 or (608) 224-5388
2. Give your name, address, phone number and the name of your center.
3. Identify the newsletter you are ordering from; order by item number.
4. Specify the date or time period you are scheduling the material for. Please reserve videos several weeks prior to the desired viewing date. Let CCIC staff know if you are willing to accept a substitution on the same topic.
5. Materials will be sent to you AT NO COST OTHER THAN RETURN POSTAGE for loan items. Materials are mailed in padded envelopes for their protection. Save the envelopes for returning loan items to CCIC.
7. Please, please please return video tapes and audio cassettes promptly after one week of use; return books after two weeks of use. For renewal requests, phone CCIC. Using the self-adhesive, preprinted return label found in the card pocket along with the due date slip, will assure you the economical library rate on postage.
8. Request an AV-list and update for choosing your tapes and cassettes.

## Child ♥ Care ♥ Information ♥ Center NEWSLETTER

WI Reference and Loan Library  
2109 S Stoughton Rd  
Madison WI 53716



Non-Profit  
Organization  
U.S. Postage Paid  
Madison, WI  
Permit No. 920